



Three Peaks Primary Academy

Co-curricular and Extra-Curricular Activities

Summer Term 1



At Three Peaks Primary Academy, our co-curricular and extra-curricular programme supports the development of the whole child. It is closely aligned with the Creative Education Trust values of Ambition, Equity and Opportunity, which aim to inspire ambition, champion fairness for every learner, and unlock the experiences that broaden horizons. This is strengthened by our school values of Pride, Respect, Community, Excellence and Ambition, which shape the inclusive and aspirational culture we aim to build each day.

Through this broad offer, pupils develop the knowledge, skills and attributes they need to flourish. They are supported to become confident, reflective and responsible individuals who contribute positively to our school community and beyond. Our personal development programme incorporates the following key components:

Personal Development Components

- Personal responsibility and agency – enabling pupils to take ownership of their choices, actions and learning.
- Enrichment – expanding horizons through opportunities that spark curiosity and deepen learning.
- Leadership – encouraging pupils to lead, collaborate and inspire others with confidence.
- Experiences – providing real-world opportunities that build cultural capital and broaden perspectives.
- Character education – nurturing resilience, compassion and strong moral values.
- Careers and employability – developing early understanding of future pathways and essential life skills, reflecting CET’s focus on unlocking opportunity.
- Emotional literacy and self-regulation – helping pupils understand themselves, manage emotions and respond to challenges positively.
- Critical thinking and reflection – building deeper understanding, curiosity and the ability to consider different viewpoints.
- Oracy and communication – supporting pupils to express themselves clearly, confidently and respectfully.

Together, these components create a vibrant and enriching personal development offer that reflects the shared values of both Creative Education Trust and Three Peaks Primary Academy. Through these experiences, every pupil is supported to grow, flourish and achieve their full potential.



Morning Clubs

Our morning clubs give pupils a positive and purposeful start to the day, offering engaging activities that support focus, confidence, social development, and readiness for learning. Through a balance of interactive challenges and collaborative experiences, children build key skills, strengthen relationships, and develop healthy routines in a calm and supportive environment.

Nintendo DS Brain-Training Club

Year Group: Years 5-6

What we do:

Children use Nintendo DS devices to complete a variety of brain-training games that build memory, logic, numeracy, and problem-solving. They work independently or in pairs to complete challenges, beat personal scores, and enjoy interactive learning in a fun, focused environment.

What we learn:

Pupils learn different strategies to solve problems, strengthen mental maths and recall, and reflect on their progress over time. They develop perseverance, concentration, and an understanding of how to use technology responsibly to support learning.

Skills developed:

- Explaining thinking processes and discussing puzzle strategies (*Oracy & communication*)
- Making independent choices, tracking progress, and setting goals (*Personal responsibility & agency*)
- Engaging in enrichment through interactive, educational digital learning (*Enrichment*)
- Leading small groups, supporting peers, and sharing techniques (*Leadership*)
- Analysing mistakes, reflecting on performance, and adapting strategies (*Critical thinking & reflection*)
- Building resilience, confidence, and a growth-mindset approach to challenge (*Character education*)
- Developing problem-solving, numeracy fluency, logical reasoning, and digital literacy (*Careers & employability*)
- Managing frustration, staying focused, and celebrating personal improvement positively (*Emotional literacy & self-regulation*)

Team-Building Club

Year Group: Years 1-2

What we do:

Children take part in a range of fun team-building games, group challenges, and simple problem-solving activities that encourage teamwork, communication, and cooperation in a supportive environment.

What we learn:

Pupils learn how to work together, listen to others, share ideas, and support their teammates. They build confidence, strengthen friendships, and develop positive social skills that help them start the day feeling ready to learn.

Skills developed:

- Communicating clearly, listening to teammates, and sharing ideas confidently (*Oracy & communication*)
- Taking responsibility for their role in group activities and contributing positively (*Personal responsibility & agency*)
- Enjoying enriching social experiences that build confidence and cooperation (*Enrichment*)
- Taking turns leading small tasks, organising groups, or helping peers (*Leadership*)
- Thinking critically to solve simple challenges and reflecting on what helped the team succeed (*Critical thinking & reflection*)
- Developing key character traits such as kindness, resilience, fairness, and teamwork (*Character education*)
- Strengthening transferable skills such as collaboration, turn-taking, problem-solving, and following instructions (*Careers & employability*)
- Managing emotions during group games, staying calm, and celebrating team achievements together (*Emotional literacy & self-regulation*)



Lunchtime Clubs

Our lunchtime clubs provide pupils with meaningful, enjoyable opportunities to develop key skills, build friendships, and explore new interests in a supportive environment. Each club is carefully designed to support personal development and complement our wider curriculum.

Strategy Games Club

Year Group: Years 4–6

What We Do: Children explore a wide variety of strategy games and puzzles, learning rules, practising tactics, and working either independently or with partners to solve challenges. They analyse moves, experiment with approaches, and reflect on how different strategies affect the outcome.

What We Learn:

Pupils learn to think logically, plan ahead, evaluate consequences, and adapt strategies when needed. They develop an understanding of fairness, turn-taking, and respectful collaboration, as well as how to communicate their thinking clearly with peers.

Skills Developed:

- Strategic and logical thinking (*Critical thinking & reflection*)
- Problem-solving and reasoning (*Careers & employability*)
- Decision-making and ownership of strategy (*Personal responsibility & agency*)
- Developing perseverance, fairness and respect (*Character education*)
- Collaboration, turn-taking and sportsmanship (*Oracy & communication / Leadership / Enrichment*)
- Ability to analyse, adapt and improve (*Emotional literacy & self-regulation / Critical thinking & reflection*)

Mini Movers Club

Year Group: Reception

What We Do:

Mini Movers Club gives our youngest pupils the chance to develop their physical skills through fun, active sessions. Children take part in a mix of movement-based activities such as simple dance routines, action songs, balance challenges, parachute games, obstacle courses, and gross-motor play. The club provides a safe, supportive environment where children can explore movement, build confidence, and enjoy being active with their friends.

What We Learn:

Pupils develop body awareness, coordination, rhythm, and spatial understanding. They learn to follow instructions, work as part of a group, take turns, and celebrate each other's achievements. Mini Movers also promotes early healthy habits and helps children recognise the importance of staying active.

Skills Developed:

- Following instructions, taking turns and making safe choices (*Personal responsibility & agency*)
- Encouraging friends, helping partners and showing positive teamwork (*Leadership / Oracy & communication*)
- Building confidence, resilience and a positive sense of self through movement (*Character education*)
- Developing gross-motor skills (*Careers & employability*)
- Forming positive attitudes toward physical activity (*Enrichment*)
- Building resilience through movement (*Character education*)
- Communicating during team games (*Oracy & communication*)
- Using movement to regulate emotions (*Emotional literacy & self-regulation*)
- Trying new physical challenges (*Experiences / Personal responsibility & agency*)



Lunchtime Clubs

Little Athletes Academy

Year Group: Reception

What We Do:

Pupils develop early sporting skills through fun, structured physical activities. Sessions may include running games, coordination drills, ball skills, mini-team games and simple athletic challenges. Activities are playful, inclusive and designed to build fitness and confidence in a supportive environment.

What We Learn:

Pupils learn the foundations of athletic movement: coordination, balance, agility, spatial awareness and control. They also learn how to participate in team-based activities, follow rules, show good sportsmanship and recognise personal improvement.

Skills Developed:

- Managing equipment safely and taking ownership of participation (*Personal responsibility & agency*)
- Following instructions, taking turns and making safe choices (*Personal responsibility & agency*)
- Encouraging friends, helping partners and showing positive teamwork (*Oracy & communication / Leadership*)
- Building confidence, resilience and a positive sense of self through movement (*Character education*)
- Developing gross-motor skills (*Careers & employability*)
- Forming positive attitudes toward physical activity (*Enrichment*)
- Building resilience through movement (*Character education*)
- Communicating during team games (*Oracy & communication*)
- Using movement to regulate emotions (*Emotional literacy & self-regulation*)
- Trying new physical challenges (*Experiences / Personal responsibility & agency*)

Hockey

Year Group: Years 4 -6

What We Do:

Pupils in Years 4–6 develop their hockey skills through structured coaching sessions that include dribbling, passing, stopping the ball, tackling safely, shooting, and small-sided matches. Children learn how to hold and control a hockey stick correctly, practise movement skills such as agility and spatial awareness, and explore basic team strategies. Sessions emphasise both enjoyment and skill development, ensuring all pupils feel successful and included.

What We Learn:

Children learn the fundamentals of hockey technique, how to work effectively as part of a team, and how to play safely and responsibly. They gain confidence in competitive situations, develop tactical awareness, and learn to communicate clearly during fast-paced play.

Skills Developed:

- Taking responsibility for equipment, safety and effort levels (*Personal responsibility & agency*)
- Leading warm-ups, supporting teammates and showing positive teamwork (*Leadership / Oracy & communication*)
- Developing resilience, fairness, sportsmanship and determination (*Character education*)
- Building key physical and teamwork skills relevant to future sporting pathways (*Careers & employability*)
- Managing emotions during competitive moments and staying composed (*Emotional literacy & self-regulation*)
- Reflecting on performance, adapting tactics and learning from mistakes (*Critical thinking & reflection*)
- Communicating clearly during gameplay and listening to team instructions (*Oracy & communication*)



Lunchtime Clubs

Quiz Club

Year Group: Years 4-6

What we do:

Children take part in a variety of exciting quiz rounds and challenges covering topics such as general knowledge, maths, word skills, puzzles, and fun themed trivia. Working in small teams or individually, pupils answer questions, solve problems, and take part in competitive and collaborative quiz activities in a friendly, fast-paced environment.

What we learn:

Pupils learn to think quickly, recall information under gentle pressure, and apply knowledge from different subjects. They develop teamwork, listening skills, and confidence in sharing answers. Children also learn how to stay positive, support peers, and approach challenges with curiosity and enthusiasm.

Skills developed:

- Communicating clearly, discussing possible answers, and justifying choices (*Oracy & communication*)
- Taking responsibility for contributing ideas and staying engaged in team rounds (*Personal responsibility & agency*)
- Enjoying enriching opportunities to broaden general knowledge and interests (*Enrichment*)
- Leading team discussions, taking turns as team captain, or presenting answers (*Leadership*)
- Thinking critically to eliminate incorrect options and solve tricky questions (*Critical thinking & reflection*)
- Building character through teamwork, resilience, fair play, and confidence (*Character education*)
- Developing transferable problem-solving, reasoning, vocabulary, and quick-thinking skills (*Careers & employability*)
- Managing excitement, staying calm during challenges, and celebrating successes positively (*Emotional literacy & self-regulation*)

Sketch Club

Year Group: Years 1-2

What we do:

Children enjoy a variety of fun sketching and drawing activities, exploring different materials and simple techniques. They experiment with lines, shapes, shading, and creative patterns while drawing objects, characters, and imaginative ideas in a calm and welcoming environment.

What we learn:

Pupils learn how to observe carefully, practise basic drawing skills, and develop confidence in expressing ideas through art. They begin to understand how to use sketching tools, improve control and accuracy, and take pride in creating artwork that reflects their creativity.

Skills developed:

- Communicating ideas through pictures and talking about their artwork (*Oracy & communication*)
- Taking responsibility for materials, tidy routines, and improving their drawings (*Personal responsibility & agency*)
- Enjoying enriching creative experiences that support imagination and curiosity (*Enrichment*)
- Taking turns sharing ideas or demonstrating simple drawing techniques (*Leadership*)
- Thinking critically about shapes, proportions, and how to improve their work (*Critical thinking & reflection*)
- Building perseverance, patience, pride, and confidence in artistic expression (*Character education*)
- Developing fine motor skills, hand-eye coordination, and early artistic techniques (*Careers & employability*)
- Managing emotions through calm, focused drawing and expressing feelings creatively (*Emotional literacy & self-regulation*)
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Lunchtime Clubs

Zumba Club

Year Group: Reception

What we do:

Children take part in fun, energetic Zumba sessions using simple dance routines set to upbeat, child-friendly music. Movements are broken down into easy steps so pupils can follow confidently while enjoying expressive, rhythmic movement with their friends.

What we learn:

Pupils learn to follow simple sequences, keep a steady beat, and coordinate their bodies through playful movement. They begin to understand how exercise supports health, how dance can express feelings, and how to listen, move safely, and take part confidently in group activities.

Skills developed:

- Communicating through movement, listening to instructions, and expressing ideas confidently (*Oracy & communication*)
- Taking responsibility for following routines, practising steps, and joining in positively (*Personal responsibility & agency*)
- Enjoying rich, varied movement experiences inspired by music and rhythm (*Enrichment*)
- Taking turns leading simple moves or demonstrating actions for peers (*Leadership*)
- Noticing improvements in coordination, rhythm, and balance through repeated practice (*Critical thinking & reflection*)
- Building perseverance, confidence, respect, and a positive attitude to physical activity (*Character education*)
- Developing teamwork, cooperation, and early discipline through shared routines (*Careers & employability*)
- Recognising body cues, managing excitement, and using movement as a healthy emotional outlet (*Emotional literacy & self-regulation*)

Sing and Share Club

Year Group: Reception

What We Do:

Sing and Shout Club gives children the chance to explore their voices through fun, energetic music sessions. They take part in singing, chanting, rhythm games, call-and-response activities, and expressive vocal play, all within a warm, supportive environment where they can join in confidently and enjoy making music with their friends.

What We Learn:

Pupils develop vocal confidence, rhythm, listening skills, and early musical awareness. They learn to follow musical cues, take turns, work together, and celebrate each other's contributions, while building communication skills and a positive relationship with music.

Skills developed:

- Using their voice confidently and safely (*Personal responsibility & agency*)
- Encouraging peers, singing together, and responding to others musically (*Leadership / Oracy & communication*)
- Building self-esteem, resilience, and expressive confidence through music (*Character education*)
- Developing early musical skills such as rhythm, pitch awareness, and listening (*Careers & employability*)
- Forming positive attitudes toward music and creative expression (*Enrichment*)
- Regulating emotions through singing and vocal play (*Emotional literacy & self-regulation*)
- Trying new songs, sounds, and musical challenges (*Experiences / Personal responsibility & agency*)



Afterschool Clubs

Our afterschool clubs offer pupils enjoyable, purposeful opportunities to explore new interests, develop key skills, and engage in enriching activities beyond the school day. Each club provides a safe, supportive environment where children can build confidence, strengthen friendships, and deepen their learning through hands-on, motivating experiences. Afterschool activities are carefully designed to support pupils' personal development, broaden their horizons, and complement our wider curriculum.

Choir

Year Group: Year 5 & 6

What We Do:

Choir members enjoy learning a range of songs, developing vocal technique, practising harmonies, and preparing performances for school events. Children learn breath control, pitch accuracy, musical expression and ensemble singing.

What We Learn:

Pupils work collaboratively to produce high-quality musical performances, build confidence on stage, and experience the joy of group music-making.

Skills Developed:

- Taking responsibility for rehearsal and performance (*Personal responsibility & agency*)
- Discovering new music and performance opportunities (*Enrichment*)
- Building resilience, teamwork and pride in achievement (*Character education*)
- Managing nerves and expressing feelings through music (*Emotional literacy & self-regulation*)
- Evaluating performances and improving technique (*Critical thinking & reflection*)
- Singing clearly, listening closely, blending with others (*Oracy & communication*)

Multi-Sports

Year Group: Year 1 & 2

What We Do:

Children take part in a range of fun physical activities including throwing and catching games, simple team sports, running activities, relay challenges and small-sided games. Sessions are designed to build coordination, fitness and teamwork.

What We Learn:

Pupils develop key fundamental movement skills and positive attitudes towards sport and active lifestyles.

Skills Developed:

- Looking after equipment and trying their best (*Personal responsibility & agency*)
- Exploring a variety of sports and physical challenges (*Enrichment*)
- Working as a team and encouraging others (*Leadership*)
- Building resilience, fairness and sportsmanship (*Character education*)
- Managing feelings during competition (*Emotional literacy & self-regulation*)
- Thinking tactically and reflecting on performance (*Critical thinking & reflection*)
- Communicating in games and listening to instructions (*Oracy & communication*)



Afterschool Clubs

LEGO Club

Year Group: Y3/4

What we do:

Children take part in a range of LEGO building activities, from free-builds to small group challenges. They design, build, test, and improve their creations, experimenting with different structures and ideas in a calm and creative environment.

What we learn:

Pupils learn to plan and visualise designs, follow multi-step instructions, and solve problems when builds don't go as expected. They develop teamwork, perseverance, and the ability to adapt and communicate ideas clearly when working with others.

Skills developed:

- Communicating ideas clearly, describing designs, and solving problems collaboratively (*Oracy & communication*)
- Taking responsibility for planning, organising pieces, and improving models independently (*Personal responsibility & agency*)
- Enjoying creative, hands-on experiences that spark imagination and curiosity (*Enrichment*)
- Taking on roles such as designer, builder, or group problem-solver (*Leadership*)
- Thinking critically about structure, function, and how to improve designs (*Critical thinking & reflection*)
- Building perseverance, patience, teamwork, and pride in shared achievements (*Character education*)
- Developing creativity, spatial awareness, fine motor control, and project-planning skills (*Careers & employability*)
- Managing emotions when builds are challenging and reflecting positively on improvements (*Emotional literacy & self-regulation*)

Outdoor Adventure Club

Year Group: Years 3-4

What we do:

Children take part in outdoor challenges such as den-building, nature hunts, simple navigation tasks, and team activities that encourage exploration and teamwork in an active outdoor setting.

What we learn:

Pupils learn how to work cooperatively, solve practical problems, use outdoor spaces safely, and develop resilience and confidence when completing shared tasks.

Skills developed:

- Communicating clearly during team tasks and sharing ideas effectively (*Oracy & communication*)
- Taking responsibility for equipment, safety, and contributing to group success (*Personal responsibility & agency*)
- Enjoying enriching outdoor experiences that promote curiosity and exploration (*Enrichment*)
- Leading small groups, organising tasks, and supporting peers (*Leadership*)
- Thinking critically to solve challenges and reflecting on successful strategies (*Critical thinking & reflection*)
- Building character through teamwork, perseverance, and respect for nature (*Character education*)
- Developing transferable skills such as collaboration, initiative, and adaptability (*Careers & employability*)
- Managing emotions, staying calm in challenging situations, and celebrating achievements (*Emotional literacy & self-regulation*)



Afterschool Clubs

Musical Theatre Club

Year Group: Years 4 - 6

What We Do:

Children explore drama, dance and singing through warm-ups, script work, improvisation, choreography, role-play and group performance rehearsals. They create characters, rehearse scenes and songs, and take part in mini-shows for their peers or families.

What We Learn:

Pupils learn stagecraft, creative expression, movement coordination and teamwork. They gain confidence in performing, experiment with character voices and accents, and develop an understanding of storytelling through performance.

Skills Developed:

- Learning lines, choreography and routines independently (*Personal responsibility & agency*)
- Exploring performing arts and creative expression (*Enrichment*)
- Leading scenes or group choreography (*Leadership*)
- Developing resilience, confidence and imagination (*Character education*)
- Managing stage fright and expressing emotion safely (*Emotional literacy & self-regulation*)
- Reflecting on performances to improve (*Critical thinking & reflection*)
- Speaking clearly, projecting voice, expressing ideas (*Oracy & communication*)

Junior Police Cadets Club

Year Group: Year 5

What We Do:

Pupils take part in teamwork challenges, outdoor tasks, community responsibility activities and problem-solving missions. They work with Staffordshire Police to learn about staying safe, understanding community behaviour, and exploring topics such as anti-social behaviour, knife crime, dog safety, road safety and forensic awareness.

What We Learn:

Children learn how the police keep communities safe, how to show respect and responsibility, and how to keep themselves safe when out and about. They also develop confidence in communicating with others and making sensible decisions in real-life situations.

Skills Developed:

- Demonstrating responsibility for tasks and teamwork (*Personal responsibility & agency*)
- Taking part in varied, purposeful real-world activities (*Enrichment*)
- Leading tasks or team challenges (*Leadership*)
- Developing integrity, resilience and discipline (*Character education*)
- Staying calm, managing pressure and regulating emotions (*Emotional literacy & self-regulation*)
- Evaluating team performance and problem-solving (*Critical thinking & reflection*)
- Communicating instructions clearly, listening to team members (*Oracy & communication*)



Afterschool Clubs

Glow in the Dark Dodgeball

Year Group: Years 3-6

What we do:

Children take part in fun, fast-paced dodgeball games using glow-in-the-dark equipment. They learn the key dodgeball movements while playing a variety of safe and exciting game variations in rotating teams.

What we learn:

Pupils learn how to work well in teams, follow rules, and play safely while developing throwing, catching, and dodging skills. They build confidence, communication, and self-esteem while staying active and enjoying energetic games.

Skills developed:

- Communicating clearly with teammates and reacting quickly during gameplay (*Oracy & communication*)
- Taking responsibility for safe play, following rules, and making positive choices (*Personal responsibility & agency*)
- Enjoying enriching, high-energy activities that promote physical fitness and coordination (*Enrichment*)
- Taking turns leading warm-ups, organising teams, or supporting peers during games (*Leadership*)
- Thinking critically about tactics, positioning, and how to improve reactions and accuracy (*Critical thinking & reflection*)
- Building resilience, confidence, teamwork, and a positive attitude toward active play (*Character education*)
- Developing transferable skills such as coordination, agility, spatial awareness, and teamwork (*Careers & employability*)
- Managing excitement, coping with winning/losing respectfully, and celebrating collective success (*Emotional literacy & self-regulation*)



Pupil Leadership

Our pupil leadership opportunities empower children to take an active role in school life, helping them develop confidence, responsibility, and a strong sense of belonging. Through a range of leadership roles, pupils are encouraged to share their ideas, represent their peers, and contribute positively to our school community. Each role provides meaningful experiences that nurture personal development, strengthen key life skills, and foster the values of teamwork, respect, and kindness—complementing our wider curriculum and preparing pupils for future leadership beyond primary school.

Pupil Panel

Year Group: Years 3-6

What we do:

Pupils collect the views and ideas of their classmates and share them during panel meetings. They help plan small projects, work with staff to solve issues raised by pupils, and support improvements around the school.

What we learn:

Pupils learn how to listen to others, communicate confidently, and represent different viewpoints. They also learn how decisions are made, how to work collaboratively on solutions, and how their contributions can positively impact school life.

Skills developed:

- Confident communication and presenting pupil views clearly (*Oracy & communication*)
- Responsibility, organisation, and following up actions (*Personal responsibility & agency*)
- Enrichment through real involvement in school improvement projects (*Enrichment*)
- Leadership, teamwork, and contributing to whole-school priorities (*Leadership*)
- Critical thinking and reflecting on the impact of solutions (*Critical thinking & reflection*)
- Character skills such as respect, kindness, honesty, and commitment (*Character education*)
- Transferable skills: problem-solving, collaboration, decision-making (*Careers & employability*)
- Emotional literacy through empathy, considering others' perspectives, and sensitive communication (*Emotional literacy & self-regulation*)



Pupil Leadership

Junior Leadership Team

Year Group: Year 6

What we do:

The Junior Leadership Team gathers pupil voice, shares ideas with staff, and helps improve learning, wellbeing, and school culture. They take part in learning walks, support subject and whole-school events, promote positive behaviour and values, and help ensure every child feels included and supported. JLT members contribute to projects such as themed days, wellbeing initiatives, community ideas, attendance encouragement, and improving the school environment.

What we learn:

Pupils learn how to listen respectfully to others, represent viewpoints fairly, and communicate ideas confidently during meetings and events. They develop an understanding of how decisions are made in school, how to give constructive feedback, and how to support peers. They also learn leadership, teamwork, problem-solving, and how their actions can positively influence learning, behaviour, wellbeing, and school culture.

Skills developed:

- Communicating clearly, sharing ideas respectfully, and presenting pupil views (*Oracy & communication*)
- Taking responsibility for gathering feedback, supporting initiatives, and following tasks through (*Personal responsibility & agency*)
- Enjoying enrichment through involvement in school improvement projects and events (*Enrichment*)
- Developing leadership by organising activities, supporting peers, and modelling school values (*Leadership*)
- Thinking critically about school issues, learning behaviours, and the impact of solutions (*Critical thinking & reflection*)
- Building character through kindness, resilience, integrity, teamwork, and respect (*Character education*)
- Strengthening transferable skills such as organisation, decision-making, collaboration, and problem-solving (*Careers & employability*)
- Growing emotional literacy through empathy, active listening, and knowing when to involve adults (*Emotional literacy & self-regulation*)



Pupil Leadership

Play Leaders

Year Group: Year 5

What we do:

Play Leaders help organise simple games, support younger pupils, and encourage positive, inclusive play. They promote kindness, help solve small playground problems, and make sure everyone feels involved and safe during playtime.

What we learn:

Pupils learn how to lead activities, communicate clearly, and work responsibly with children of different ages. They develop teamwork, confidence, and an understanding of how to create a friendly, safe playground environment, as well as when to seek adult support.

Skills developed:

- Communicating clearly, giving instructions, and supporting younger pupils (*Oracy & communication*)
- Taking responsibility for organising games, helping others, and looking after equipment (*Personal responsibility & agency*)
- Enriching playtimes by creating fun, friendly, and inclusive play opportunities (*Enrichment*)
- Developing leadership through running activities and modelling positive behaviour (*Leadership*)
- Thinking critically to solve simple playground problems and supporting fair play (*Critical thinking & reflection*)
- Building character through kindness, patience, teamwork, and reliability (*Character education*)
- Developing transferable skills such as teamwork, organisation, decision-making, and initiative (*Careers & employability*)
- Strengthening emotional literacy by recognising when someone needs help and responding sensitively (*Emotional literacy & self-regulation*)

Wellbeing Ambassadors

Year Group: Years 5-6

What we do:

Ambassadors promote kindness and positive behaviour, look out for pupils who may feel lonely or upset, and help them find support. They gather children's ideas about wellbeing, help organise inclusive playtime activities, and contribute to events and displays that make the school a happier, more supportive place.

What we learn:

Pupils learn how to listen with empathy, communicate sensitively, and represent others' views responsibly. They develop confidence working with peers and staff, understand when to ask for adult help, and learn how small actions can make a big difference to the wellbeing of the school community.

Skills developed:

- Communicating sensitively and listening with empathy (*Oracy & communication / Emotional literacy & self-regulation*)
- Taking responsibility for supporting peers safely and appropriately (*Personal responsibility & agency*)
- Contributing to enrichment through wellbeing projects and events (*Enrichment*)
- Developing leadership through organising activities and sharing messages (*Leadership*)
- Thinking critically about wellbeing needs and reflecting on pupil feedback (*Critical thinking & reflection*)
- Building character through kindness, respect, reliability, and compassion (*Character education*)
- Strengthening teamwork, problem-solving, organisation, and decision-making (*Careers & employability*)
- Developing emotional literacy by recognising feelings and knowing how to respond or seek help (*Emotional literacy & self-regulation*)